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Ikamva Youth: Field Research Analysis

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Field Research Analysis

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www.scu.edu/MillerCenter

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Project Summary

IkamvaYouth empowers South African students from under-resourced and under-performing secondary schools to achieve academic results competitive with those of the best-funded schools in the country. The organisation is able to offer extensive tutoring services free of charge due to the hard work of its committed volunteer tutors. As more students, called "learners," flock to join the programme and IkamvaYouth grows, it faces challenges in attracting and maintaining an optimal amount of volunteer tutors.

We conducted a quantitative online survey of tutors' demographic information, backgrounds, and experiences with the organisation. Of IkamvaYouth's approximately 300 tutors, 223 responded. We conducted tutor and staff interviews and group discussions with a total of 37 individuals within the organisation, initiating critical dialogue on topics such as tutor recruitment, engagement, retention, communication, and the tutors' overall conception of IkamvaYouth.

Our in-field research activities conveniently coincided with IkamvaYouth's Winter School, a two-week tutoring intensive hosted by all 10 IkamvaYouth branches during the learners' winter breaks. At Winter School, tutors assist the learners in reviewing the learners' curriculum before the upcoming national exam period. At most branches, Winter School is held at a neighbouring university. For some, it is cooperatively hosted by multiple branches. We conducted the individual tutor interviews and tutor group discussions exclusively during these two weeks of Winter School.

Following the conclusion of Winter School, Grade 12 learners attend IkamvaYouth's Matric Camp, a one-week tutoring intensive that prepares the graduating students for their matriculation exams, a deciding factor in university admittance. We conducted the individual staff interviews exclusively during Matric Camp, gaining staff members' perspectives on some of the same topics that we had already discussed with tutors.

Our findings suggest that IkamvaYouth can improve three facets of tutor retention. First, tutors can be better prepared for the realities of tutoring by accessing standardized, comprehensive orientation and training. Second, branch staff can more efficiently communicate with tutors to achieve meaningful, sustainable impacts on tutor satisfaction. Third, IkamvaYouth can engage tutors in participative initiatives that inspire ownership of their roles and responsibilities within the organisation.

We present three deliverables to address these potential improvements. The *Field Research Analysis*, written specifically to address the needs of IkamvaYouth national staff, includes analyses of the results of the survey, interviews, and group discussions, and can be leveraged to better understand tutor identities, motivations, and needs. The *Orientation Pack*, written specifically to address the needs of IkamvaYouth tutors, provides convenient access to the standardized resources necessary to their success. The *Tutor Engagement Plan*, written specifically to address the needs of branch staff, frames the necessity for and means of achieving meaningful, solution-based discussions between tutors and staff.

The below image graphically depicts the relationship between these three primary deliverables. It explains the intended target audiences of each of the documents, such that any individual or organisation affiliated with the organisation, from tutors to staff to government officials, can easily understand towards which of the documents they should focus their attention.
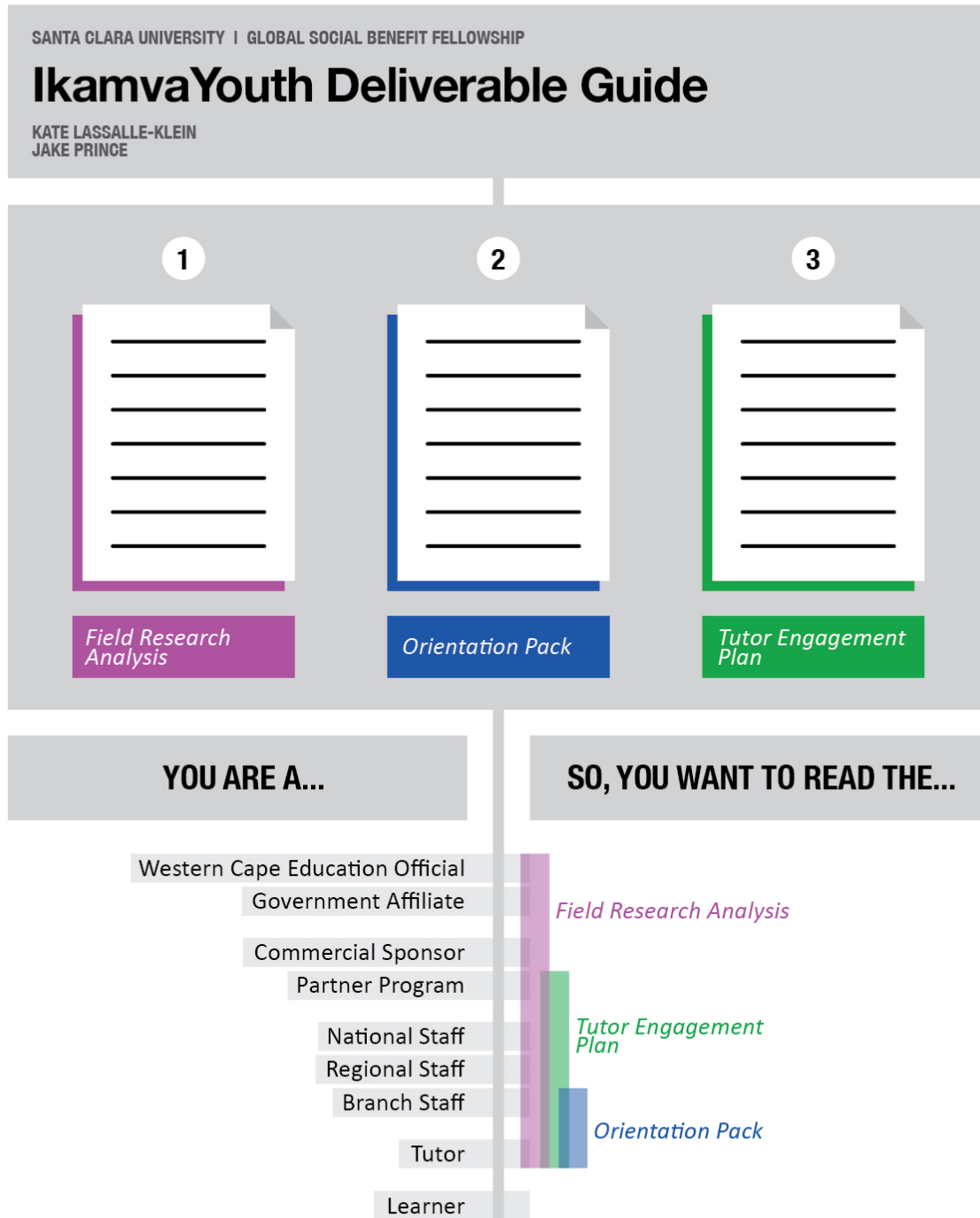
Document Guide

The *Survey Findings* section discusses the online tutor survey and will be most valuable to IkamvaYouth national staff in tracking all the statistical factors related to tutors.

The *Interview & Group Discussion Findings* section discusses the qualitative interviews and discussion and will be most valuable to IkamvaYouth staff at all levels of the organisation to better understand the opinions of their tutors.

The *Key Findings & Deliverables* section discusses the conclusions of our research and its implications to the design of the two other deliverables. It will be most valuable to IkamvaYouth national staff in understanding how and why the *Orientation Pack* and *Tutor Engagement Plan* were developed.

The *Appendix* includes survey, interview, and group discussion methodologies as well as transcripts of the online tutor survey, individual tutor interview guide, tutor group discussion guide, and staff interview guide.

Survey Overview

We designed a comprehensive survey to gain a broad, quantitative understanding of the demographic makeup, background, and experience of IkamvaYouth's tutor base. The surveys were hosted on Google Forms and the replies to each were automatically imported into a single Google Sheet for convenient analysis. There were a total of 223 viable responses out of the approximately 300 active IkamvaYouth tutors, an approximately three-fourths response rate.

There were three separate versions of the survey that were tailored to their respective audiences. The first version of the survey was completed by a total of 42 tutors participating in the Western Cape pre-Winter School tutor training sessions. The second version of the survey was completed by 15 of the tutors participating in the first week of Joza's Winter School. The third version of the survey was completed by a total of 166 tutors from all 10 IkamvaYouth branches throughout South Africa, distributed via email by branch staff to existing tutors on their respective mailing lists. In the introductory page of this version of the survey, the first 100 respondents were promised a 10 ZAR (0.75 USD) contribution to their mobile data account.

For a more thorough analysis of the survey methodology, please consult Appendix A (p. 24). For the survey outline, please consult Appendix B (p. 26).

Survey Findings
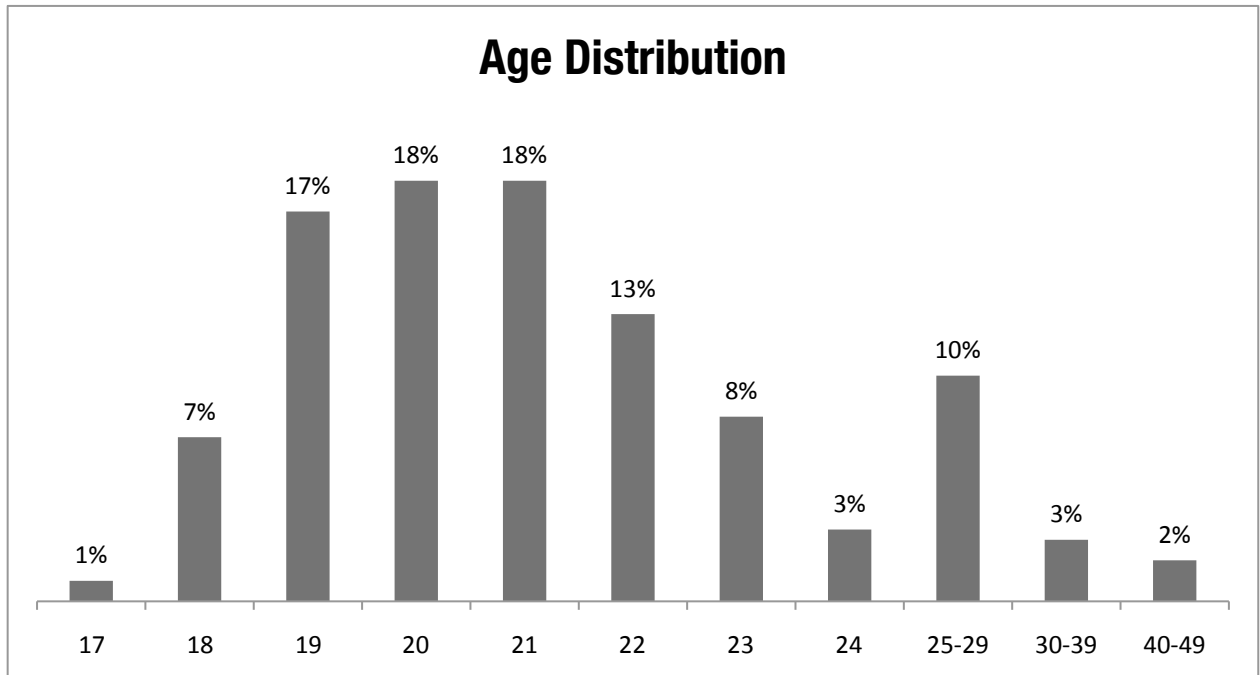
Figure 1. "What is your age?" [n=223] Average: 21± 4
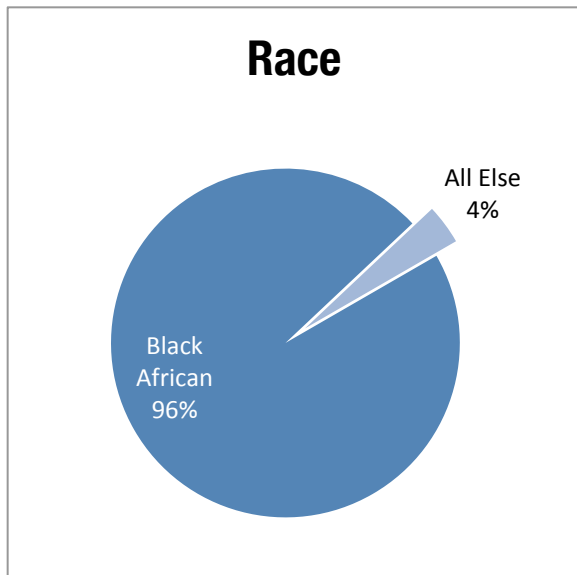
Figure 2. "Which race do you identify as?"
[n=217]
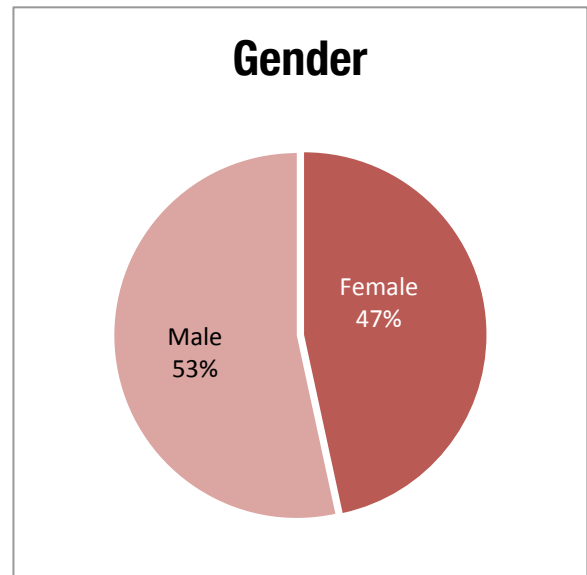
Figure 3. "What is your gender?" [n=221]

Education
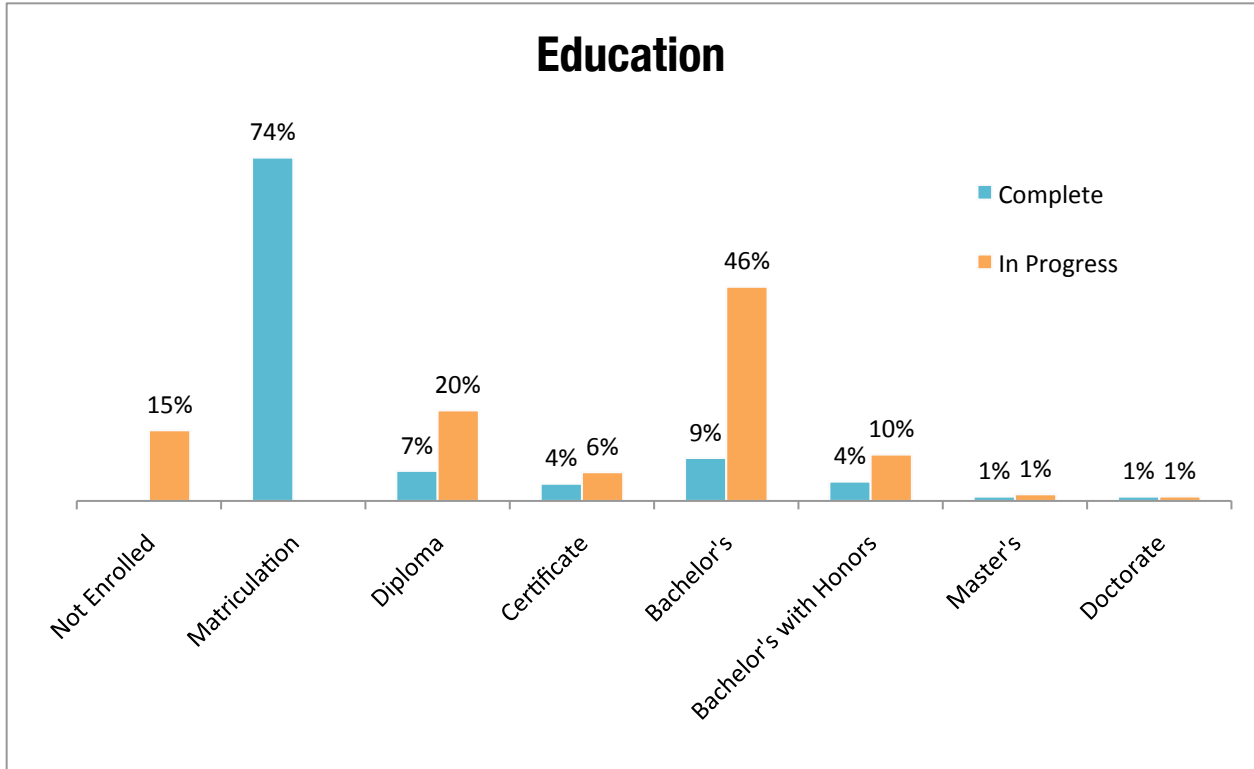
Figure 4. "What is the highest level of schooling or degree you have COMPLETED?" [n=215] + "If you are currently enrolled in school, which of the following are you in the process of completing?" [n=209]

Total Respondents by Branch
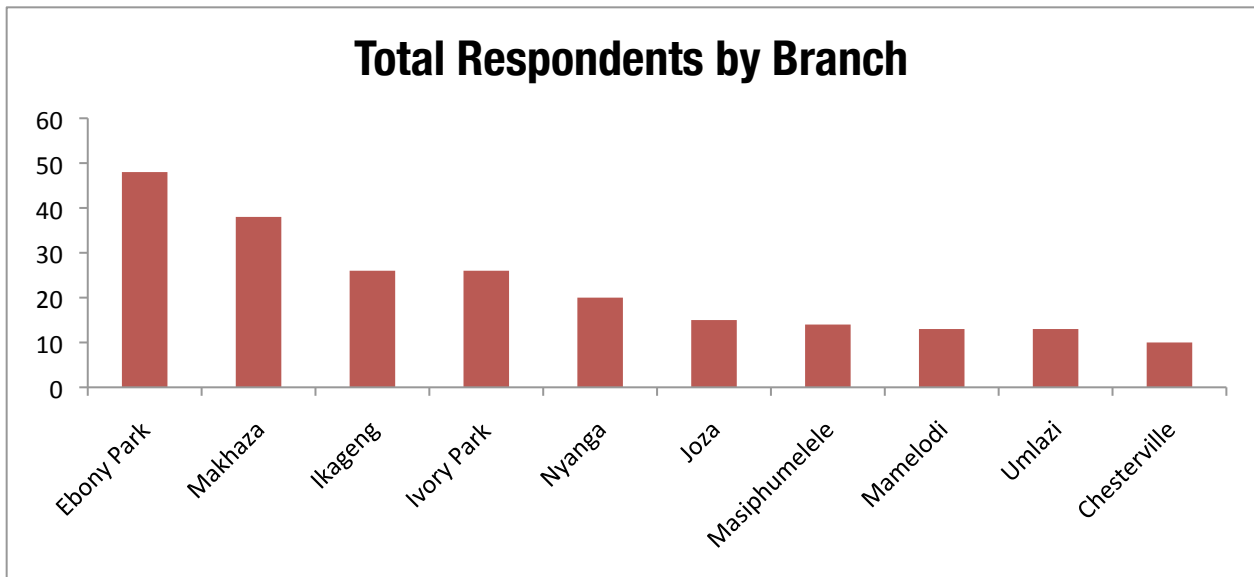
Figure 5. "At which IkamvaYouth branch do you currently tutor?" [n=223]

Winter School

None
21%

Most or
All
63%

Only
Part
16%
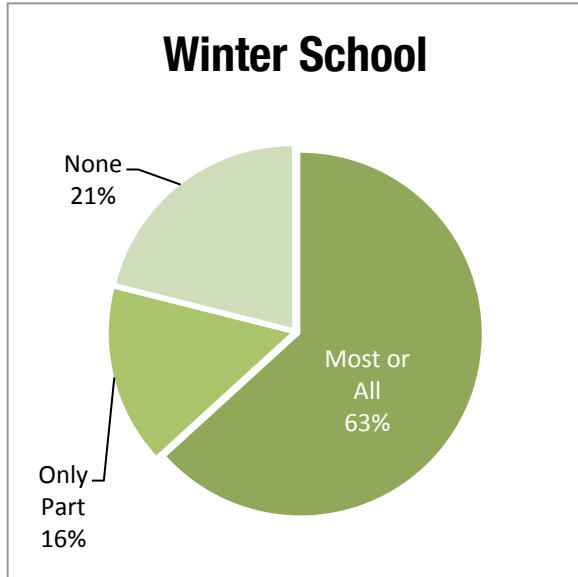
Figure 6. "Will you be participating in Winter School this year?" [n=223]

Tutor Before WS

No
10%

Yes
90%
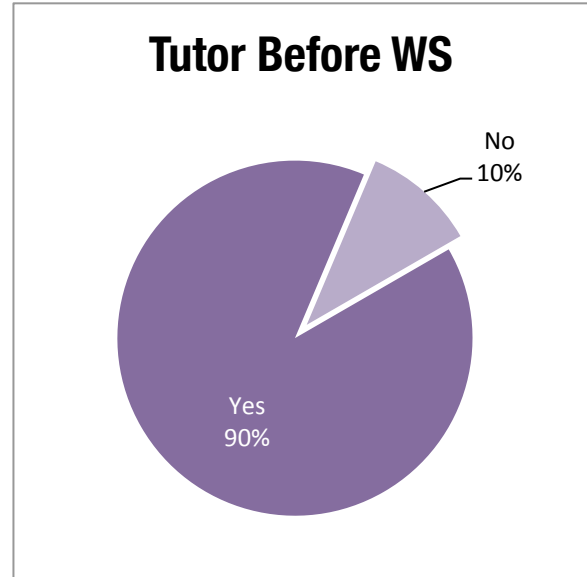
Figure 7. "Have you tutored for IkamvaYouth before Winter School?" [n=223]

Ex-Learner

Yes
41%

No
59%
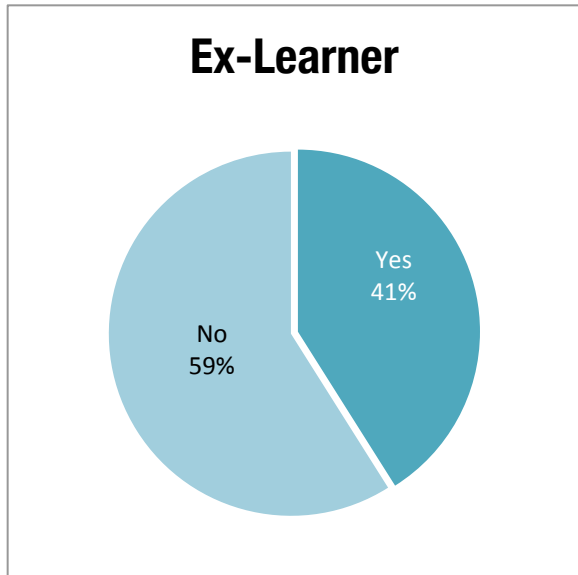
Figure 8. "Were you an IkamvaYouth learner before becoming a tutor?" [n=212]

Web Access

Yes
93%

No
6%

No
Phone
1%
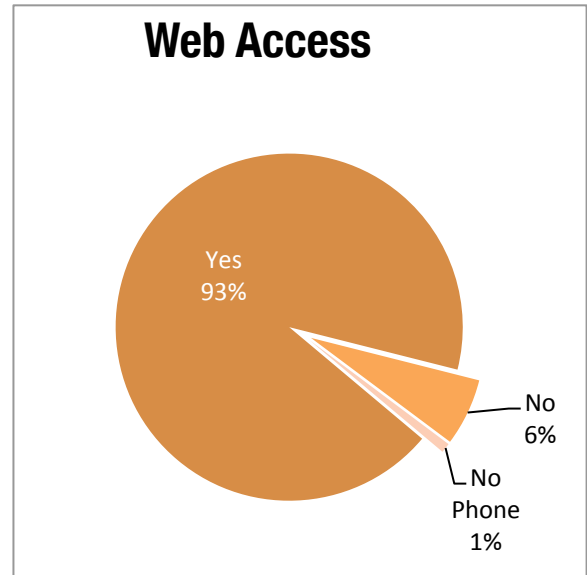
Figure 9. "Can you access the internet on your cell phone? (including via wi-fi or data)" [n=223]
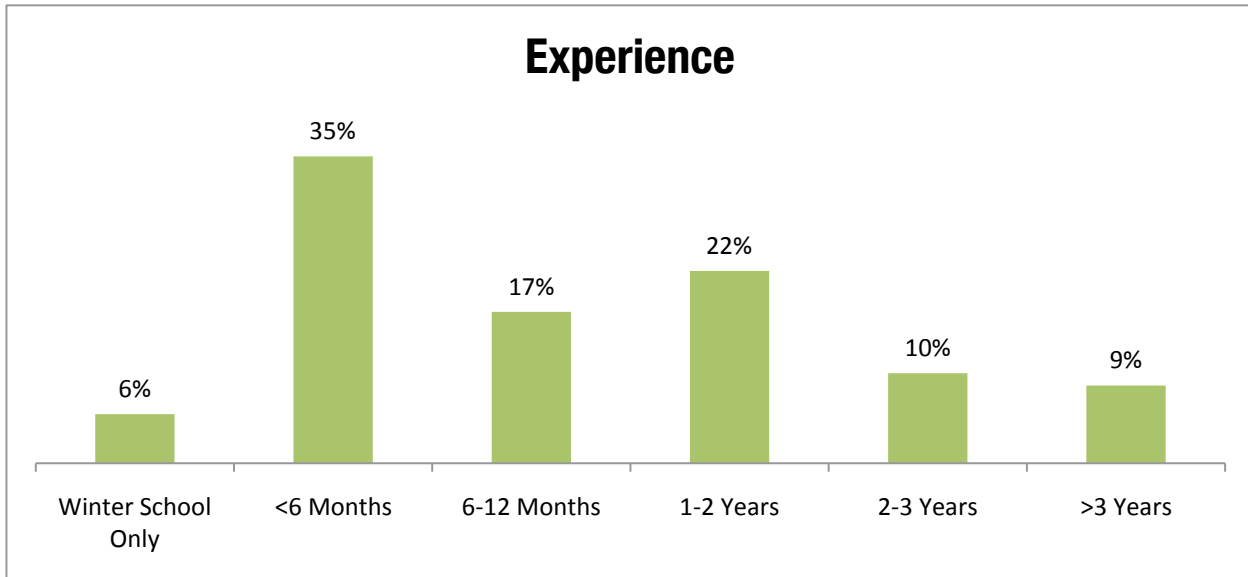
Figure 10. "For about how long total have you tutored for IkamvaYouth?" [n=212]
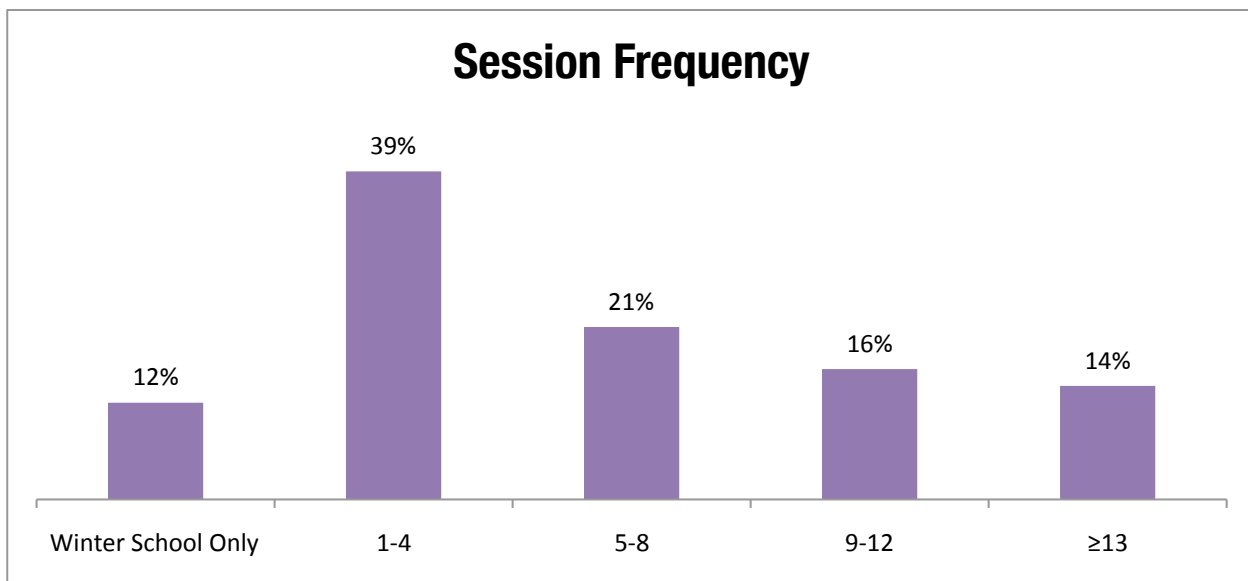
Figure 11. "On average, how many times per month do you attend a tutoring session? (Please do not include Winter School tutoring)" [n=200]

Transportation Method

70%
21%
14%
5%
3%
0%

| Taxi | Walk | Bus | Personal Vehicle | Train | Bicycle |
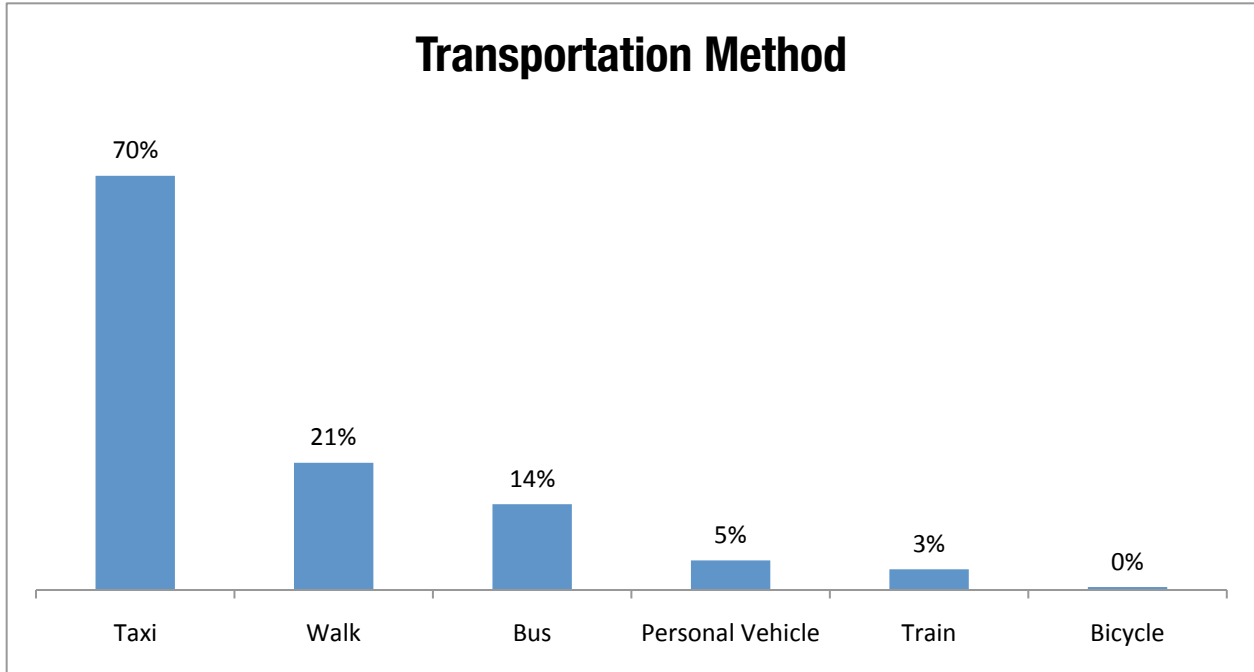
Figure 12. "How do you usually travel to and from your tutoring branch? (Select all that apply)" [n=201]

Travel Time

23%
29%
25%
11%
11%

| <15 | 15-30 | 30-45 | 45-60 | >60 |
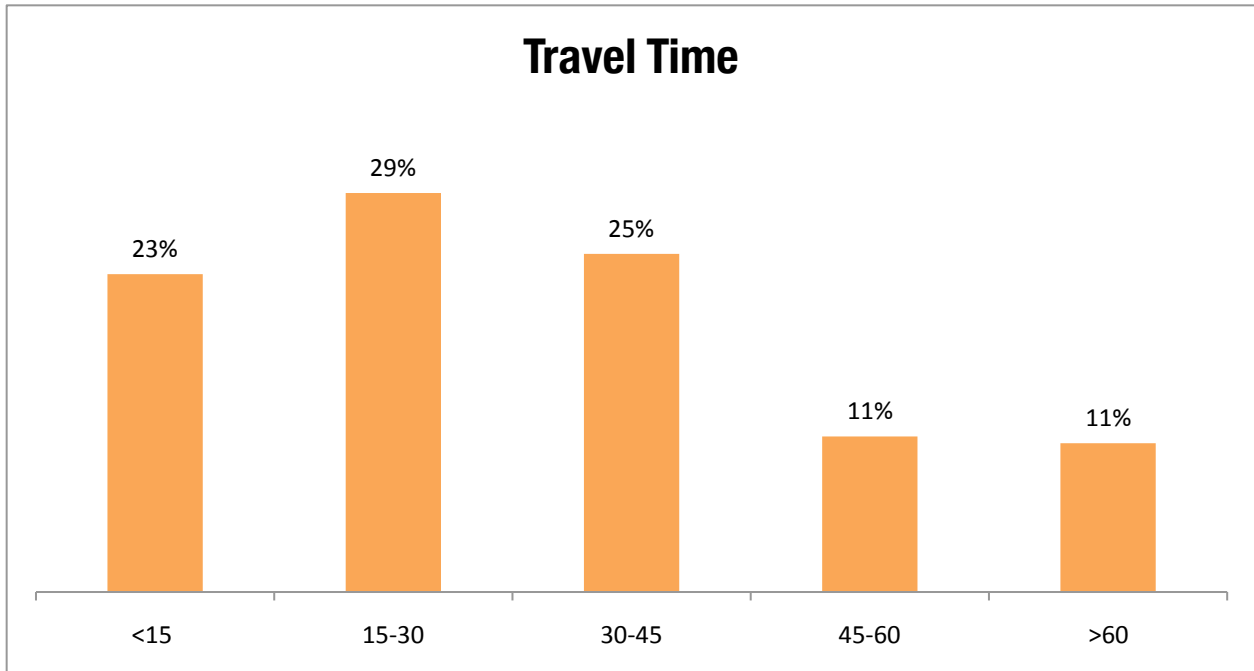
Figure 13. "On average, how long [in minutes] does it take you to travel to and from your tutoring branch?" [n=201]
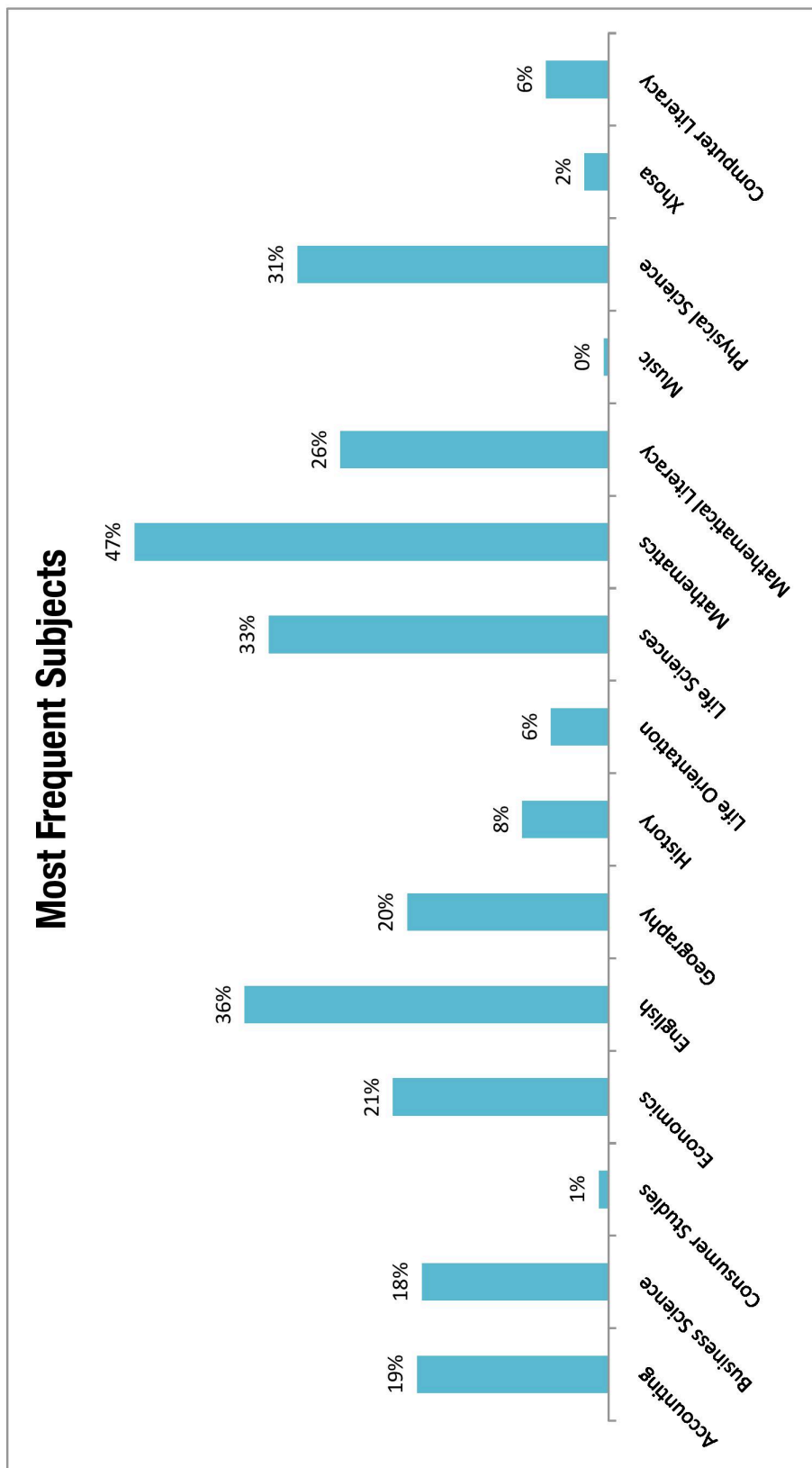
Figure 14. "Which subjects do you most frequently tutor for IkamvaYouth? (Please select up to THREE)" [n=212]

Survey Discussion

AGE

The average age of tutors is 21.4. Two-thirds of the tutors are between 19-22 years of age, the standard range for undergraduate students. Only one-sixth of tutors are over the age of 25.

RACE

An overwhelming majority, 96%, of tutors identified as Black African. This is fitting with IkamvaYouth's model which encourages the predominantly black learners to be supported by tutors with similar backgrounds and life circumstances.

GENDER

There is an even distribution of male and female tutors. For female tutors, the average age is 20.6. For male tutors, the average age was 23.1. This difference of 2.5 years is significant when contextualized within the age range of undergraduate university students. Tutors are not segregated by gender during sessions, but rather work cooperatively with both male and female learners.

EDUCATION COMPLETED

The highest academic achievement of three-quarters of tutors is matriculation, indicating that IkamvaYouth's tutor force lacks experience in higher education because tutors leave the organisation when they graduate and begin to pursue a career.

EDUCATION IN PROGRESS

More than five-sixths of the tutors are currently enrolled in some form of tertiary education. Of those, about one-third are pursuing a diploma or certificate and two-thirds are pursuing a Bachelor's (including Honours). An insignificant proportion of tutors are currently pursuing higher degrees, again speaking to the difficulty in attracting and retaining older tutors.

WINTER SCHOOL PARTICIPATION

Four-fifths of tutors participated in Winter School, indicating IkamvaYouth's strength in recruiting for Winter School. However, it is possible that tutors participating in Winter School were more likely to respond to the survey, which was open immediately before, during, and after Winter School.

EX-LEARNERS

Two-fifths of tutors were IkamvaYouth learners before becoming tutors.[1] One of fundamental aspects of IkamvaYouth's model is the high proportion of learners who return to tutor. Yet, it is valuable to know that IkamvaYouth is successful in attracting external tutors because there is a limit to the amount of tutors who can be recruited internally.

CELLULAR INTERNET ACCESS

More than nine-tenths of tutors have access to the internet on their cellular phones. IkamvaYouth has the opportunity to exploit this increasing proportion of digitally-accessible tutors by offering more online resources and content.

TUTORING EXPERIENCE

Of tutors who were active as IkamvaYouth tutors prior to Winter School, almost two-fifths have less than six months of tutoring experience, while an equal proportion have one or more years of experience. There is a distinct dip in the proportion of tutors who have 6-12 months of experience, indicating a trend in which tutors tend to either leave the organisation quickly or stay for an extended period of time.

TUTORING FREQUENCY

Of tutors who were active as IkamvaYouth tutors prior to Winter School, about three-fifths attend at least one tutoring sessions per week. IkamvaYouth can pursue more reliable tutor support by getting the remaining two-fifths of tutors to attend on a more regular basis.

TRANSPORTATION METHODS

The vast majority of tutors, 70%, rely on taxis for transportation to and from branches, while about one-fifth walk at least some portion of the trip. The reliance on taxis indicates the likelihood that many tutors do not live in the immediate communities in which the branches are located.

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[1] It is important to distinguish this statistic from another based on a different study which states that three-fifths of learners return to tutor.

TRANSPORTATION TIME

Assuming that transportation times to and from tutoring sessions are equal for most tutors, almost half of tutors travel for more than an hour on a day in which they attend a session. This is a huge opportunity cost for tutors, many of whom give up time that could be spent studying or working to attend sessions.

SUBJECTS

The five most frequently tutored subjects, in order, were Mathematics, English, Life Sciences, Physical Science, and Mathematical Literacy. Since the question was phrased in a manner that asked only about the most frequently tutored subjects, the data does not reflect the actual distribution of tutoring activities and is only suitable for relative comparisons. For example, although only 2% of tutors listed Xhosa as one of their three most frequently tutored subjects, it is likely that far more than 2% of tutors tutor Xhosa on a regular basis.

GENERAL IKAMVAYOUTH TUTOR PROFILE

The average IkamvaYouth tutor is a 21 year old Black African currently enrolled in a bachelor's programme. This individual has been involved with IkamvaYouth for less than a year and attends one tutoring session per week. He or she travels for about half an hour via taxi, both to and from the branch, and tutors Mathematics, English, and Life Sciences. This tutor has internet access on his or her phone and participates in Winter School.

Interview & Group Discussion Overview

We constructed three interview guides—one individual tutor interview guide (Appendix D, p. 30), one tutor group discussion guide (Appendix E, p. 31), and one staff interview guide (Appendix F, p. 33)—to gain a comprehensive, qualitative understanding of IkamvaYouth's recruitment methods, the tutors' relationships with IkamvaYouth, and the staff's understanding of the tutors' work.

The individual interviews and group discussions were conducted during Winter School. We spent the first week of Winter School in the Eastern Cape Province with the Joza and the second week of Winter School in the Western Cape Province between the Masiphumelele, Nyanga, and Makhaza branches. We recorded 30 total individual interviews: 15 Joza tutors, 2 Masiphumelele tutors, 7 Nyanga tutors, and 6 Makhaza tutors.

We recorded 4 total group discussions with a total of 22 tutors from the Western Cape branches. We held 2 group discussions with a total of 11 tutors at Masiphumelele's Winter School and 2 group discussions with a total of 11 tutors at Nyanga and Makhaza's joint Winter School.

We recorded interviews with a total of 5 staff members from the Western Cape branches during Matric Camp. We interviewed the Masiphumelele Branch Coordinator (BC) and Branch Assistant (BA), the Makhaza BC , and the Nyanga BC and Intern.

For a more thorough analysis of the interview and group discussion methodology, please consult Appendix C (p. 28).

Interview & Group Discussion Findings

This section outlines the major trends we gathered from the individual tutor interviews, tutor group discussions, and individual staff interviews. We explored similar topics with the tutors and staff had separate opinions and found that their views of potential organisational improvements for IkamvaYouth overlapped significantly. However, there was disagreement between them on the roots and potential solutions to key issues. It is important to note that the following trends and analyses of our research are combined analyses of the opinions of both the tutors and staff members interviewed. However, we clearly emphasize differences in opinion when they occur.

It is also important to note that many of the following trends are focused on suggestions of areas in which IkamvaYouth could improve. This investigation of core problems areas was requested by IkamvaYouth, and the answers and discussion we accumulated because of this created the turning point for our research. As a result, the below trends may give the impression that tutors are very dissatisfied with IkamvaYouth when, in reality, their overall opinions of the organisation may be much more balanced.

COMMUNITY

There is overwhelming consensus among tutors that the most rewarding part of working with IkamvaYouth is their relationships with learners and contributions to the learners' success. These personal relationships are tutors' most fundamental connection to IkamvaYouth. They feel that they are making a difference in the lives of the youth whose backgrounds are similar to their own.
- Tutor: "When I was a learner I struggled a lot…You trust the teacher and they let you down [because of the shortage of teachers and their unqualified nature]. Learners aren't exposed to what they need… I came back to make the struggle easier for learners; I can relate very easily…IkamvaYouth really helped me and played a vital role. My tutor understood me."
- Tutor: He remembers what being a learner was like. IkamvaYouth was his only option. "If I don't go back to tutor, who else do they have?"
- Tutor: The kids who become successful or even become tutors are "living the thank you."
- Tutor: "You get to have a personal relationship with the kids."

TRAINING & ORIENTATION

Currently, tutor training and orientation processes vary to some degree between branches. Although all of the branches we worked with had access to IkamvaYouth's tutor training guide, we found that they were using different versions of the guide and that not all tutors received the guide during orientation. There was significant variation in both the length of time new tutors passively watched tutoring before participating and the length of time they were mentored by experienced tutors or trained by IkamvaYouth staff before being deemed capable of tutoring independently. At one branch, staff stated that, on average, they fully trusted new tutors to work independently after a few weeks. At another branch, they believed that this period should last several months.

The only standardized tutor training workshops that IkamvaYouth provides are held approximately once per term. Some branches will skip training if they are focused on other priorities. The orientation process consists of a forty-five minute conversation where the branch staff member learns a bit about IkamvaYouth and is then sent to tutor that same day. There is a supplementary "Tutor Training Guide" that IkamvaYouth provides to new tutors, but tutors and staff feel that it is long that most tutors probably do not read the entire document.

- One tutor said she doesn't know how to deal with learners that constantly give attitude and don't respect the tutors.
- Many tutors said that they are unaware of IkamvaYouth's mission, core values, and programmes. These tutors lack knowledge of IkamvaYouth's hierarchy and other basic information.

Both tutors and staff feel that the tutor training and orientation processes should focus more heavily on practical skills and situations rather than theories as tutors often struggle to translate theories into practise. Ongoing tutor training and workshops need to be more frequent and valued components of the tutoring experience. Furthermore, many tutors' lack of knowledge of basic information about IkamvaYouth, such as its core values and mission, reflect the tutors' inability to understand their place within the larger IkamvaYouth. Tutors have voiced a desire for IkamvaYouth to assist in improving their tutoring abilities and understanding of IkamvaYouth in order to make them more effective and impactful.

COMMUNICATION BETWEEN STAFF AND TUTORS

Tutors claim that staff attitudes imply that complaints are unwelcome and will not be addressed. They are frustrated that their complaints are brought to a staff member and they never heard of the results of their complaint.

- Tutor: "Staff just need to listen to the voices of the tutors."
- Tutor: "I feel like my voice isn't heard." He said he feels like an employee and IkamvaYouth his employer.

Staff members are frustrated that tutors lack the ability to expand their complaints to include solutions and improvements. Tutors need to be empowered to have confidence in their ability to identify and rectify problems without relying too heavily on staff.

- Two staff members said that discussions between tutors and staff turn into complaining sessions. They felt that these discussions are useless because the conversations become heated but don't produce any solutions.

We found that most of the issues between staff and tutors centered around communication failures between staff and tutors, in both directions. Tutors feel like they're not listened to, and staff are frustrated by the nature of their discussions of sensitive, problematic topics on which they tend to disagree. Discussions lack productivity because they produce more complaints than solutions.

Staff discussed the need for more structured approaches to discussions and meetings, including establishing agendas, keeping records of meetings, and establishing meetings as solution-oriented processes. They feel that this would take the pressure off of them to police tutors and, instead, let

everyone voice their opinions equally under the guidelines.

Preferences for communication media between staff and tutors, such as Facebook, Whatsapp, and email, are confusing and muddled; it is challenging for staff to keep track of each tutor's communication preferences. Staff want to clarify who uses each communication channel while simultaneously not bombarding tutors with messages from all types of media.
- Two staff members said that it's very hard to keep track of which tutor uses which method of communication. They both said that it would be helpful to make a more centralized method of communication and to figure out a way to keep better track of it.

BRANCH COMMITTEE

Branch Committee (BranchCom) is IkamvaYouth's flagship, democratic solution to facilitate meaningful discussions and find solutions to pressing issues within the organisation. Yet, while tutors and staff have disparate conceptions of what BranchCom is and what it should be, both staff and tutors agree that BranchCom is currently failing to achieve its goals. While some staff support the continued use of BranchCom to fulfill its current function of being an outlet for delegating portfolio tasks that the branch staff cannot, in their limited time and resources, complete without the help of tutors, tutors believe that BranchCom should primarily be an avenue for working towards solutions to the issues they face. However, regardless of how they envision BranchCom's purpose or current uses, most staff and tutors agree that BranchCom is failing and is not taken seriously.
- Staff: "It's a nice idea but it's not working. … If someone can't make it, they won't say. … The learner reps are too loud and don't take it seriously. … Sometimes BranchCom works and sometimes it doesn't."
- Tutor: "BranchCom doesn't work."

The overwhelming consensus is that there must be a serious overhaul of BranchCom in order to realign its function with the current needs of the organisation. Experienced tutors and staff who have seen BranchCom grow and change feel that it is creating as much confusion and frustration as it is producing solutions.

IKAMVAYOUTH POLICIES

IkamvaYouth enforces core tutoring rules which enable learners to become an active learner and get the most out of IkamvaYouth. One rule requires tutors to exclusively speak English with the learners in order to prepare them for standardized tests, which are written and proctored in English. IkamvaYouth believes that this will ensure that learners become proficient in the language that they will need later in their educational and professional careers. Another rule requires tutors to differentiate between tutoring and teaching, focusing their efforts on the former. IkamvaYouth believes that that tutoring, unlike teaching, allows the learner to take control of and be an agent in his or her learning rather than a passive recipient of information.

In regard to the first rule on English, tutors claim that it is difficult to deal with learners who deeply struggle with English and understand information more clearly in their native language. Tutors claim

that, by strictly following the English rule, they are in fact hindering the learner's ability to learn material in-depth and quickly enough. Tutors often resort to speaking the learner's native language and would like to see more leniencies in this area.

- Many tutors said that the English rule is too strict and that it gets in the way of being able to adequately go over material with the learner.

Staff, on the other hand, feel like they cannot control the tutors' actions and can't enforce these rules.

- Staff: "They speak in isi-Xhosa and I feel like a policeman."

In regard to the rule that requires volunteers to tutor rather than teach, tutors complain that they often encounter grey areas in which learners have gaping holes of knowledge in fundamental subjects and may indeed need to be taught, not tutored, in order to move forward. Furthermore, tutors working with individual learners for the first time don't know exactly where in the curriculum to begin. Staff members have suggested that IkamvaYouth conduct assessment tests to benchmark the learners' progress and provide clear starting points for new or unfamiliar tutors.

- One tutor said that she doesn't know what to do when the learners are missing a large piece of understanding of a certain subject because she feels that she has to go back and teach them before she can move forward.
- One tutor said that some learners simply don't understand what their teacher has said and needs it repeated back to them quite like a teacher. He usually takes the role of the teacher to help the learner and is frustrated when IkamvaYouth staff tell him not to.

Tutors express that staff need to be more flexible and understanding of small issues such as tardiness. Tutors feel that they are expected to be highly punctual but that their daily lives are not always predictable or easy to control. They also insist that since tutoring is not a paid job, there should be some leniency towards their time commitment.

- One tutor said that he has to travel far to get to the branch and that IkamvaYouth staff are not understanding enough about tardiness. He expressed his frustration at IkamvaYouth staff's perceived lack of understanding of his attempt to balance being a full-time student and an IkamvaYouth tutor.

RELATIONSHIPS BETWEEN TUTORS AND STAFF

Some tutors feel that the branch staff maintain favored tutors who enjoy special privileges and treatment. This often includes experienced tutors who have more administrative roles than their younger counterparts.

- One tutor said he couldn't use the wi-fi but the other "favorite" tutors could.

This stratification of tutor roles creates a communication breakdown as the tutors who feel excluded are less likely to interact directly with the branch staff. Furthermore, less experienced tutors often feel that the senior volunteers do not share or value their opinions on how the organisation should be run, further inciting tension. Tutors suggested that this issue be solved by creating a defined path for tutors to work up to administrative volunteer position. Doing so might also incentivise tutors to be consistent and committed.

Tutors also feel that newly hired staff members undervalue the opinions of existing tutors and fail to adequately consult with these tutors on topics in which the tutors may be very knowledgeable. As a result, when problems inevitably arise which the tutors feel they could have prevented, they are reluctant to offer their support for solutions. Tutors have suggested that new hires should partner with experienced tutors to improve relations and cooperatively strategize.

- Tutor: "The new branch staff who come in, they don't know what goes on around here, and we know how things work, and they blow us off. … If they partnered with us, they would get stuff done."

INCENTIVES AND REWARDS

Tutors feel that in alignment with the challenges that being a tutor carries, IkamvaYouth fails to provide tutors with adequate incentives and rewards to work hard at IkamvaYouth. We found that although there are some incentives and rewards, such as achievement certificates and "Tutor Appreciation Day," IkamvaYouth tutors feel that these are not enough.

- One tutor expressed that IkamvaYouth doesn't say "thank you" for the tutors' work often enough.
- One tutor said that he thinks IkamvaYouth doesn't understand that he is a student as well and needs the same student opportunities that learners receive.
- Tutor: "This work is unpaid. … IY could give vouchers, development opportunities, maybe excursion opportunities."

It became clear that even though many of the tutors wanted some kind of professional development assistance from IkamvaYouth, they were unable to provide many meaningful ideas for what this would look like or entail. However, there was agreement that academic and professional development from IkamvaYouth would be both an excellent incentive to do well as a tutor and an excellent reward for being an IkamvaYouth tutor, and that they would also appreciate more social gatherings for the tutors.

Staff, on the other hand, claim that they are constantly sending out jobs and internship opportunities to tutors but that most tutors either don't respond or respond with indifference.

- One staff member said that even though she constantly sends out employment opportunities to tutors, they never reply or take advantage of them. She says that they complain about this a lot, but she tries to fix it and nobody sees that.

This disconnect between staff members' attempts to help tutors with professional and academic development and tutors' hunger for this development may stem from the fact that tutors don't feel prepared, qualified, or confident enough to apply to these positions. Tutors' lack of solutions in this area show that IkamvaYouth must pioneer this area. This kind of development would help tutors to both realize and improve their ability to communicate the skills they have gained from tutoring and working within the organisation. IkamvaYouth could provide the tutors with real training and development skills in networking, building their professional portfolio, and expanding their reach in professional settings. Tutors voice that this would be excellent incentive to stay with IkamvaYouth.

WINTER SCHOOL

Both tutors and staff say that Winter School can be very disorganized, but there is not a consensus on how Winter School can be standardized such that recurring, yearly issues are fixed. Currently, if a new staff member is asked to lead their branch's Winter School, they are encouraged to reach out to the leader from the previous year and they receive that individual's notes.

- One tutor said that she felt unprepared for Winter School because the schedule was given out only two days before Winter School started, and what subject she was tutoring was not decided until the first day of Winter School itself. She felt that she could have helped her learners more if she had had time to prepare.
- One tutor said that by the end of the week, many learners stop coming because the work is too intense.
- One staff member said that it's extremely hard to prepare for Winter School because there is no standard way to know how to fix the inefficiencies of the previous year.

Many staff and tutors share the opinion that schedules must be made further in advance and should be sent to tutors very early. Tutors want to be consulted as a part of the planning process and both tutors and staff should meet before Winter School for more in-depth Winter School training. This would allow the tutors to contribute more ideas to the structure of Winter School. In addition, staff suggest that each Winter School coordinator that participates in a given year should be required to write a report after both Winter School and Matriculation Camp. Staff and tutors agree in that branch staff and tutors must collaborate on this report and it should consist of past challenges and failures as bases for future improvements.

- One staff member expressed that she would very much benefit from a system where the previous year's Branch Coordinator writes a central report that is kept track of by IkamvaYouth.

MISCELLANEOUS TOPICS

Tutors and staff feel that IkamvaYouth's presence within their greater communities should be strengthened. For example, IkamvaYouth's key branding material, such as the official logo and core values, should be more visible. In addition, posters, shirts, and merchandise should be leveraged as often as possible and should be advertised throughout the branch.

The tutors from smaller branches feel that the IkamvaYouth national staff more heavily support larger branches. They feel that the smaller branches suffer a "fundamental disadvantage," lacking the funding and support needed to grow and thrive as a branch.

- In Masiphumelele's group discussions, three tutors feel that although the Makhaza branch is larger and thus gets more funding, the Masiphumelele branch is left behind, needs to grow, and would benefit from more financial support from IkamvaYouth.

Key Findings & Deliverables

Through our online survey, individual tutor interviews, tutor group discussions, and individual staff interviews, we came to three conclusions around which we designed our deliverables. Although there were many key findings of our research, we narrowed our focus down to three actionable and urgent needs.

TUTOR INTEGRATION

Many tutors are unprepared for the realities of tutoring students from dysfunctional schools and lack knowledge of IkamvaYouth's history, mission, core values, and structure, resulting in incomplete integration into the organisation.

COMMUNICATION PROTOCOLS

IkamvaYouth works tirelessly to maintain a democratic organisation as it grows. Yet, tutors often receive little to no feedback on the ideas they propose during meetings. As a result, disillusioned tutors stop contributing their opinions on how the organisation can improve.

SOLUTION-ORIENTED DISCUSSIONS

Dialogue between staff and tutors often elicits more complaints than solutions. Branch Coordinators feel overwhelmed and lack the time, resources, and energy to improve the state of communications. Tutors need to be given the support necessary to initiating changes based on their own experiences.

These key findings directly informed the creation of the *Orientation Pack* and *Tutor Engagement Plan*. The *Orientation Pack*, written specifically to address the needs of IkamvaYouth tutors, provides convenient access to the standardized resources necessary to their success. The *Tutor Engagement Plan*, written specifically to address the needs of branch staff, frames the necessity for and means of achieving meaningful, solution-based discussions between tutors and staff.

Appendix

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A. SURVEY METHODOLOGY

We designed a comprehensive survey to gain a broad, quantitative understanding of the demographic makeup, background, and experience of IkamvaYouth's tutor base. We developed a preliminary version of the survey in conjunction with Dr. Emile McAnany and Dr. Katharine Heintz of Santa Clara University before leaving for the field placement. The final draft of the survey was completed in South Africa under the guidance of Zoe Mann and Alex Smith, Community Coordinator and Fundraising Coordinator for IkamvaYouth, respectively.

The tutor survey results were compiled from a total of three separate but nearly identical versions of the surveys. The deviations between the three versions of the survey to tailored each to its respective audience (see footnotes 3,5). The overall results were compiled for the final analysis. All three surveys were hosted without charge on Google Forms and the replies to each were automatically imported into a single Google Sheet for convenient analysis. There were a total of 223 viable responses out of the approximately 300 active IkamvaYouth tutors, an approximately three-fourths response rate.[2]

The first version[3] of the survey was completed by a total of 42 tutors participating in the three separate Western Cape pre-Winter School tutor training sessions from June 25 – 27.[4] The first training session was hosted at the Masiphumelele Library. The second and third training sessions were hosted at the Zolani Recreational Center for Nyanga and Makhaza tutors, respectively. In total, during the three training sessions, 33 of the 42 viable tutors surveyed (79%) had been active members of IkamvaYouth prior to the training sessions.

The second version[5] of the survey was completed by 15 of the tutors participating in the first week of Joza's Winter School from June 30 – July 3. Not all of the tutors who participated in Joza's Winter School completed the survey as tutor attendance was inconsistent. 3 of the 15 tutors surveyed (20%) were active in IkamvaYouth prior to Winter School.

The third version of the survey (Appendix B, p. 26) was completed by a total of 166 tutors from all 10 IkamvaYouth branches throughout South Africa from July 1 – August 20. It was distributed via email by branch staff to existing tutors on their respective mailing lists. In addition to leveraging the branch staff in distributing the survey, we sought to increase participation by requesting that staff include in their

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[2] Many of the individual survey questions had fewer than 223 responses because tutors were given the option to decline to answer.

[3] The first version of the survey was identical to the third version of the survey except that it did not include an R10 incentive in the introduction. It also included a question which was not featured on the other versions: "Were you a tutor before Winter School?" In the other two versions, the answer to this question were determined by each respondent's answer to the question: "For about how long have you tutored for IkamvaYouth?"

[4] 5 visiting American tutors who were only volunteering temporarily during Winter School took the survey but their results were removed from the final analysis IkamvaYouth's request.

[5] The second version of the survey was identical to the third version of the survey except that it did not include the R10 incentive in the introduction. It omitted the question: "Will you be participating in Winter School this year?" (see Figure 7). The answer was assumed to be "Yes, for most or all of Winter School" for all respondents.

email the promise of a monetary incentive for tutors who completed the survey in a timely manner. In the introductory page of the survey, the first 100 respondents were promised a 10 ZAR (0.75 USD) contribution to their mobile data account. Although this was a small incentive, we believe it was an effective contribution to the outstanding survey completion rate.

B. SURVEY OUTLINE

Thank you for participating in this short survey! It should take no more than 5 minutes.

Your responses will help us understand how to attract more quality tutors like yourself.

Your responses will not be connected to your contact information or shared with anyone outside of IkamvaYouth. Please be honest with your answers. This information will only be used for the purposes of tutor recruitment and retention and will not affect your relationship with IkamvaYouth in any way.

In order to thank you for your participation, the first 100 participants who complete the survey will receive R10 worth of airtime directly to the phone number they provide.

Thank you for being part of the IkamvaYouth family!

1. **First Name**

2. **Surname**

3. **Email Address**

4. **Can you access the internet on your cell phone? (Including via wi-fi or data)**
   - Yes
   - No
   - I don't use a cell phone

5. **What is your age?**

6. **What is your gender?**
   - Male
   - Female
   - I prefer not to answer

7. **Which race do you identify as?**
   - Black African
   - Coloured
   - Indian/Asian
   - White
   - I prefer not to answer
   - Other:

8. **What is the highest level of schooling or degree you have COMPLETED?**
   - Matriculation
   - Trade/Technical/Vocational
   - Diploma
   - Bachelor's
   - Bachelor's with Honours
   - Master's
   - Doctorate
   - I prefer not to answer

9. **If you are currently enrolled in school, which of the following are you in the process of completing?**
   - I am NOT currently enrolled in school
   - Trade/Technical/Vocational
   - Diploma
   - Bachelor's
   - Bachelor's with Honours
   - Master's
   - Doctorate
   - I prefer not to answer

10. **At which IkamvaYouth branch do you currently tutor?**
    - Makhaza
    - Nyanga
    - Masiphumelele
    - Chesterville
    - Umlazi
    - Ebony Park
    - Ivory Park
    - Joza
    - Mamelodi
    - Ikageng

11. Will you be participating in Winter School this year?
- Yes, for most or all of Winter School
- Yes, but only for part of Winter School
- No

12. Were you an IkamvaYouth learner before becoming a tutor?
- Yes
- No

13. For about how long total have you tutored for IkamvaYouth?
- 6 Months or fewer
- 6-12 Months
- 1-2 Years
- 2-3 Years
- 3+ Years

14. Which subjects do you most frequently tutor for IkamvaYouth? (Please select up to THREE)
- Accounting
- Business Science
- Consumer Studies
- Economics
- English
- Geography
- History
- Life Orientation
- Life Sciences
- Mathematics
- Mathematical Literacy
- Music
- Physical Science
- Xhosa
- Computer Literacy

15. How do you usually travel to and from your tutoring branch? (Select all that apply)
- Personal Vehicle
- Taxi
- Bus
- Train
- Bicycle
- Walk

16. On average, how long does it take you to travel to and from your tutoring branch?
- 0-15 Minutes
- 15-30 Minutes
- 30-45 Minutes
- 45-60 Minutes
- 60+ Minutes

17. On average, how many times per month do you attend a tutoring session?
- 1-4
- 5-8
- 9-12
- 13+
- I do not tutor regularly; only at Winter School

18. Feel free to leave any comments, suggestions, or questions:

Your response has been recorded!

Thank you for helping to improve IkamvaYouth.

If you were one of the first 100 respondents, the phone number you provided will be credited with R10 of airtime.

C. INTERVIEW & GROUP DISCUSSION METHODOLOGY

We constructed three interview guides—one individual tutor interview guide (Appendix D, p. 30), one tutor group discussion guide (Appendix E, p. 31), and one staff interview guide (Appendix F, p. 33)—to gain a comprehensive, qualitative understanding of IkamvaYouth's recruitment methods, the tutors' relationships with IkamvaYouth, and the staff's understanding of the tutors' work. The individual tutor interview guide was initially designed based on our preliminary research which focused on volunteer recruitment. A short section focused on tutors' wellness and perceptions of IkamvaYouth was appended as suggested by Zoe Mann. The group discussion and staff interview guides were developed in-field based on the trends elucidated from the individual interviews.

Individual Tutor Interviews

The individual interviews and group discussions were conducted during Winter School. We spent the first week of Winter School, June 29 – July 3, in the Eastern Cape Province with the Joza branch at Nombulelo Secondary School. We spent the second week of Winter School, July 6 – 10, in the Western Cape Province between the Masiphumelele, Nyanga, and Makhaza branches at False Bay College and University of Western Cape.

Upon arriving at each branch, we spent 1-2 days becoming acquainted with the tutors, observing their work, and sometimes participating in tutoring. This gave us an opportunity to explain our research and allowed tutors to become comfortable with us. We spent the remainder of the weeks conducting interviews. We recorded 30 total individual interviews: 15 Joza tutors, 2 Masiphumelele tutors, 7 Nyanga tutors, and 6 Makhaza tutors.

Most interviews were conducted when the tutors were idle, such as between tutoring sessions, during tea breaks, at lunch, or at the conclusion of the day. Interviews were held in secluded spaces without any IkamvaYouth employees present in order to encourage tutors to be open and honest. We spoke conversationally and casually to create a comfortable atmosphere, and made sure to communicate to the tutors that we were external researchers who wanted to evaluate and improve the tutors' morale within IkamvaYouth. We followed the structure of the written individual interview guide in whatever order was appropriate to the discussion. Jake primarily conducted the entirety of the interviews and discussions. Kate primarily provided a brief re-introduction and explanation of our project, recorded transcripts in a notebook, and asked additional questions. Transcripts from each interview were later digitally transcribed.

Tutor Group Discussions

We recorded 4 total group discussions with a total of 22 tutors from the Western Cape branches. We held 2 group discussions with a total of 11 tutors at Masiphumelele's Winter School; one consisted of 5 regular tutors and the other consisted of 6 temporary American tutors. We held 2 group discussions with a total of 11 tutors at Nyanga and Makhaza's joint Winter School. For each of the discussions, some of the participants had already been interviewed individually: 2 of the 5 regular Masiphumelele tutors, 4 of the 6 Nyanga tutors, and 4 of the 5 Makhaza tutors.

Like the individual tutor interviews, the group discussions were conducted when the tutors were idle or done with their tutoring sessions at the end of the day. Group discussions were held in secluded spaces, and we spoke conversationally and casually while encouraging honesty and openness between the tutors. For the discussion, we organized the chairs into a tight circle and attempted to facilitate inter-tutor dialogue. We followed the structure of the written guide in whatever order was appropriate to the discussion. Jake primarily conducted the entirety of the interviews and discussions. Kate primarily provided a brief re-introduction and explanation of our project, recorded transcripts in a notebook, and asked additional questions. Transcripts from each interview were later digitally transcribed.

Staff Interviews

We recorded interviews with a total of 5 staff members from the Western Cape branches during Matric Camp, July 13 – 17. We interviewed the Masiphumelele Branch Coordinator (BC) and Branch Assistant (BA) separately, the Makhaza BC individually, and the Nyanga BC and Intern simultaneously.

Like the individual tutor interviews and the tutor group discussions, the individual staff interviews were conducted when the staff members were idle or at the time when the staff member requested to have the interview. Individual staff interviews were held in secluded spaces, often in the office of the staff member, and we spoke conversationally and casually while encouraging honesty and openness from the staff member. We followed the structure of the written guide in whatever order was appropriate to the discussion. Jake primarily conducted the entirety of the interviews and discussions. Kate primarily provided a brief re-introduction and explanation of our project, recorded transcripts in a notebook, and asked additional questions. Transcripts from each interview were later digitally transcribed.

D. INDIVIDUAL INTERVIEW GUIDE

[Personal Introductions]

We're helping IkamvaYouth better understand tutors like yourself. We're going to ask you some questions about how you heard about IkamvaYouth, why you volunteer, what you like and dislike about the organisation. These interviews will help IkamvaYouth evaluate what it's like to be an tutor, how to recruit more great tutors, and how to make the experience better for you.

We ask that you be honest with your answers. We do not work for IkamvaYouth and your individual answers will not be shared with their employees. Instead, we'll take all the interviews and deliver to IkamvaYouth some of the broad trends that we find. All of your experiences, whether good or bad, will help us to try to make IkamvaYouth's relationship with their tutors better.

Your answers won't affect your relationship with IkamvaYouth in any way and there are no wrong answers! Please speak your mind; we value your opinion.

Demographics

What is your name?

At which branch do you tutor?

Are you an ex-learner?
If yes, skip to part 3

Have you tutored for IkamvaYouth before Winter School?

Awareness

How did you first hear about the opportunity to tutor for IkamvaYouth?

How did most of your fellow tutors first hear about IkamvaYouth?

Recruitment

What first drew you to tutoring versus other forms of community involvement?

What drew you to IkamvaYouth specifically?

Communication

How did you first contact IkamvaYouth to become a tutor?

Would a website with a sign-up page have made the process easier for you?

Wellness

What about tutoring do you most enjoy?

What about tutoring makes you want to keep coming back?

What would you have liked to have known about tutoring for IkamvaYouth before you joined?

Retention

What are some of the biggest challenges you face as a tutor?

What could be done to make your life as a tutor easier?

E. GROUP DISCUSSION GUIDE

Thank you all for being here.

Our goal is to research ways in which IkamvaYouth can increase the amount of dedicated tutors such as yourselves. Our original intent was to understand recruitment, but after talking to you all over the last couple weeks, we understand that a major issue that IkamvaYouth faces is retaining its tutors.

This discussion is not about us or our opinions, but rather you and your opinions and experiences as tutors. There are no "correct" or "incorrect" answer, only opinions, so feel free to speak your mind. As you know, we are not IkamvaYouth employees. We will be taking notes in order to keep track of the ideas but your personal opinions will remain anonymous. Please be honest because your contributions will help to improve IkamvaYouth. Of course, if anyone states something that you disagree with, please share your outlook in a respectful way.

Are there any questions about ourselves or what we're trying to accomplish?

Logic Model

What value should IkamvaYouth provide to you as a tutor?

How, specifically, should IkamvaYouth provide this value?

Do you think that IkamvaYouth has the responsibility to provide ALL of these benefits to tutors?

Tutor Retention

Most of you probably know of tutors who have permanently left IkamvaYouth.

Can you give an example of why these people chose to leave IkamvaYouth?

Do you think they were justified in leaving for these reasons?

Structural Formality

All of the following ideas are derived from trends that we identified during interviews with your fellow tutors. These are not our opinions but are concerns that you and your peers have raised.

There are two competing interests in IkamvaYouth. There is a desire to stick to the "informal" structures upon which IY was founded: democracy, peer-to-peer learning, and personal responsibility as a volunteer. Then, there are more "formal" structures which have emerged as the organisation has grown: more rigid expectations for tutors, more professional responsibilities, and hierarchy between staff, tutors, and learners.

[Write two categories on board: Informal and Formal]

When you think of these two concepts, what comes to mind? Can you think of any examples within IkamvaYouth?

[Use the below examples to help accelerate the process]

Informal structure
- Democratic processes
- tutors have strong voice
- Sense of community
- More personal responsibility
- Fun, relaxed environment

Formal structure
- Efficient in time and resources
- Consistent communication
- organisation, hierarchy
- more professional responsibilities
- higher expectations of tutors

Between informal and formal structures, which do you think is more important and why?

State the positive results of informal and formal structure. Please give examples.
(write them on the board)

As IkamvaYouth continues to grow, how can it balance the competing desires to maintain both informal and formal structure?

Incentives and Rewards

The definition of an incentive: a thing that motivates or encourages one to do something. The definition of a reward: a thing given in recognition of service, effort, or achievement; a fair return for good behavior

Put in simple terms, a reward is something which is actually given to an employee, whereas an incentive is a motivating factor. For example, if you give one of your employees a gift for their hard work, that is a reward. However, if that same employee works hard and exceeds your expectations with the intention of receiving a reward, that is an incentive.

For the majority of tutors, the most <u>rewarding</u> part of tutoring for IY is the enjoyment they derive from working with the kids. But, there are a lot of things that tutors need to be prepared to deal with, such as staff expectations, learners with bad attitudes, or giving up free time for IkamvaYouth that could be used studying or working. Some tutors have believe that IkamvaYouth should provide more incentives.

Do you think IkamvaYouth needs to provide more incentives for its tutors?

Recruitment

What is the best way for IkamvaYouth to reach potential tutors?

Orientation & Transparency

Think back to when you first decided to join IkamvaYouth as a tutor.

Did IkamvaYouth staff do a good job of communicating the requirements of the role? Or were there things that weren't made clear until after you started?

What did IkamvaYouth fail to communicate up front?

Do you think IkamvaYouth should be completely transparent about the challenges of tutoring to potential recruits?

F. Staff Interview Guide

Wwe're here in South Africa working as a part of a partnership between our university in the U.S. and IkamvaYouth. We completed four months of preliminary research prior to this 8-week field placement. When we get back to our university in September, we'll use the data gathered during these interviews to produce content that help improve communication within IkamvaYouth and, by extension, make your lives as branch staff easier.

Today we'll be exploring topics related to tutor recruitment, orientation, and retention. We need to understand your point of view as staff and would appreciate honest answers. We value your contributions and hope that our work will ultimately benefit everyone involved in IkamvaYouth.

Recruitment

Of your tutors who were *not* previously IkamvaYouth learners, are there any trends concerning their backgrounds? For example, do most of them come from a certain university?

Do you currently have any form of a recruitment plan in place, be it formal or informal?

Through which form(s) of communication do new potential tutors first contact you to expresses interest in tutoring?

Tutor Orientation

What training or orientation do new volunteers currently go through before being allowed to tutor?

Do new tutors receive any material from IY? If so, do all new tutors receive the material, regardless of when they're recruited?

Do the orientation and training processes in place fully prepared tutors for the realities of the job? In what way may tutors feel unprepared?

Communication

Please describe a few of the systems which facilitate communication between yourself as a staff member and tutors. Do you think these systems are effective? How could they be improved?

We are familiar with BranchCom and have heard different opinions from tutors regarding its main purpose. What do you believe to be the purpose of BranchCom? Do you think it's working as intended? Do you think it's an effective, democratic method of communication?

To whom do tutors go when they have questions or concerns? Do you think that all of the tutors understand how to go about properly voicing their questions or concerns?

Incentives

In what ways do you believe tutors feel rewarded for their work and for being a part of IkamvaYouth?

Does IkamvaYouth provide any external incentives to tutors, such as professional development opportunities or non-monetary compensation?

Do you think there is a problem with tutors leaving the organisation for preventable reasons? Why do you think some have chosen to leave?

Winter School

How did IkamvaYouth help you prepare for Winter School? What materials were you and the tutors given? How could you have better been prepared?

What have the tutors reported to you as the biggest problems with Winter School this year?